

MANSFIELD PUBLIC SCHOOLS
Grade 2
March - Progress Report

Reading to Understand

During this marking period students worked to increase their reading proficiency. Students can use the prefixes *dis-* and *in-*, the suffixes *-ful*, *-ness*, and *-ly* to decode and change the meanings of words. Students use their knowledge of the vowel teams, *ea*, *ee*, *ai*, *ou*, *ow* and *ay* to decode words. Knowledge of r-controlled sounds and digraphs *wh* and *tch* are also applied to decoding words. They can read aloud grade level text with accuracy and fluency, and use context to confirm or self-correct words and understanding, and rereading when necessary. Students can use and explain the meaning of grade appropriate vocabulary including content specific words. They understand that words can have multiple meanings and use sentence level context to determine the meaning of words or phrases. Using grade level text students can identify the main topic and key details in informational text and describe the overall structure of a story. They can use text to write a response to text dependent questions, and compare information from nonfiction text using a Venn diagram. They can formulate an opinion and support it with evidence from text. Students can also use text features such as headings, captions, labels, and maps to locate key facts or information in a text.

Writing to Communicate

Students continue to build upon their writing skills. They use the writing process to plan, write, and publish final products. They can write a narrative in which they recount an event, include details, use words to signal sequence, and provide a concluding statement. Students are learning to write informative/explanatory pieces where they introduce the topic, include facts, and provide a conclusion. In their writing, students are expected to use a variety of complete sentences with varied structures and beginnings as well as sequence ideas in a logical order. Students are expected to apply spelling skills to all written work and to consistently spell assigned words correctly. Editing and revising skills continue to be a focus. They apply and understand the use of the following editing skills: commas in a series and in a date; capitalization of the first letter in names, months, days of the week, holidays, and titles of address; grade-level parts of speech; and logical word order. Students reread their own work prior to making revisions and can recognize when a word is misspelled. In penmanship, students are expected to write legibly by forming letters correctly and by using consistent letter size and spacing.

Mathematics

Students continue to learn about measurement – both what it means to measure and how one might do so – as they use nonstandard units to measure the length of various objects. As students learn about measurement concepts, they are encouraged to think about and apply base ten concepts. Students continue to develop a solid sense of our number system through counting as they are taught the connection between counting and calculating. For example, counting by tens is helpful for developing counting sequence fluency; it is also helpful for understanding that 2 groups of ten is 20 (i.e., $10+10=20$). Such number patterns and sequences naturally lead to the development of an understanding of place value, another critical concept. Place value understanding includes the awareness that the placement of the digit within a given number determines the value, or the unit, that the digit represents. Students use base ten concepts as they work on the number line. They also work with objects and contexts that highlight the notion of collecting groups of tens and ones. These understandings of place value and base ten concepts are used as they develop strategies for multi-digit addition and subtraction of numbers within the range of 0 to 100.